

2011–2012 - 1st Formative Evaluation Report

City of Hialeah

Education and Community Service Department

Young Leaders with Character Project

Project Number: 13B-2442A-2CCC1

21st Century Community Learning Center Program

1st Formative Evaluation Report Submitted February 29, 2012

by

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Introduction

Project Overview

The City of Hialeah, Education and Community Service (ECS) Department, Young Leaders with Character Project (YLC) funded through the 21st Century Community Learning Center Program, Florida Department of Education began in August 2009. The third year of the funding cycle for 2011 – 2012 begins August 1, 2011 and runs through July 31, 2012. The goal of the Project is to provide enriching experiences to 150 students in grades 6 to 12 in summer camp 2011 and 130 students in grades 6 to 12 during the 2011-2012 after school program. Active participation in the Project will positively impact the lives of the youth in the geographic region where such services are not otherwise affordable and available, especially to the middle and high school age groups.

Reporting Period

This first formative evaluation report for the third year of implementation includes periodic evaluation efforts beginning summer 2011 and afterschool starting in August 2011 through November 2011.

Description of Evaluation Methodology

Evaluation Design

The evaluation design used for the Project evaluation combines elements of both an Objectives-Oriented Evaluation and a Management-Oriented Evaluation (Fitzpatrick, Sanders, & Worthen, 2004). These two approaches were selected to in tandem in order to (a) determine the extent to which project participants met the specified program objectives and (b) provide useful information to project stakeholders for decision-making regarding planning, development, implementation, and administration. Both quantitative and qualitative data are collected to conduct the summative evaluation. Pre- and post test scores from quantitative type data collection instruments are used to determine growth over time. Interviews will be conducted with parents, students, and program staff, resulting in transcriptions that will be analyzed using a content analysis approach, becoming a qualitative data source. The use of multiple data sources provides information for a more robust and meaningful evaluation report to help shape long-term program development.

Frequency of Formative/Ongoing Evaluation

Periodic written formative evaluation reports contain data to assist in program implementation and progress in meeting project objectives, in addition to recommendations for enhancing or revising services and/or strategies to increase project success. This first formative evaluation includes information on student attendance, project staff, and objective assessment as of November 30, 2011.

Data Collection, Analysis, and Reporting Timeline

Depending on the type of data, collection takes place on a daily, weekly, monthly, or quarterly basis (see Table 1). Attendance records are kept on a daily basis to document student recruitment and retention efforts. Records of program activities documenting academic, fitness/nutrition, personal enrichment, social awareness, and adult/family member involvement are kept on a weekly basis and reviewed monthly. Furthermore, student records to assess student progress are reviewed and analyzed on a monthly/quarterly basis when student interim progress reports and report cards are issued. Records of staff development activities and evaluations are examined and analyzed on a monthly basis. A summary of the findings to share the results occurs during monthly staff meetings. Additional meetings are held as needed with other stakeholders.

Table 1
Beginning and Ending Dates for YLC Quarters

Quarters	Data Due Dates
1 st – Aug. 22, 2011 – Nov. 30, 2011	Dec. 6, 2011
2 nd – Dec. 1, 2011 – Feb. 29, 2012	March 9, 2012
3 rd – March 1, 2012 – June 9, 2012	June 13, 2012

Enrollment and Attendance Data

Four sites are currently involved in the Project: Hialeah Educational Academy (HEA), José Martí MAST Academy (JMMA), Hialeah Middle School (HMS), and Seminola Community Center (Seminola). It should be noted that José Martí MAST Academy was formerly José Martí Middle School with grades 6 to 8. JMMA

now serves students in grades 6 to 9. The 21st CCLC has been notified of this change in Amendment #1.

Although not a goal, the 21st CCLC expects that the YLC Program achieve the 85% threshold for enrollment and attendance. Table 2 displays the total enrollments for each site, along with the number of participants regularly attending (attended at least 30 days) at each site.

Table 2

<i>Student Enrollment: Total and Regularly Participating Enrollment for Academic Year 2011-2012</i>									
Site	Total Enrollment (Attending at least one day)				Regularly Participating Enrollment (Attending at least 30 days in either Summer or AY)				
	Summer 2011 Only	Academic Year 2011- 2012 Only	Both Summer and Academic Year	Total Summer and AY	Summer 2011 Only	Academic Year 2011- 2012 Only	Both Summer and Academic Year	Total Summer and AY	Percent retained (Attending at least 30 days)
HEA	25	16	21	62	14	5	14	33	53%
HMS	22	41	13	76	10	30	12	204	68%
JMMA	44	55	18	117	20	47	17	84	72%
Seminola	15	8	10	33	9	7	9	25	76%
Total	106	120	62	288	53	89	52	346	67%

The YLC Project offers after school activities and summer programming to students in middle and high school who are residents of Hialeah. At the end of the midterm reporting period, 288 students participated in the program at one of the four sites for at least one day; 194 students were identified as “regular participants” since they attended the program at least 30 days. As depicted in Table 2, a total of 106 children were enrolled in the summer program for at least one day; of those, 53

were identified as regularly participating since they attended the program at least 30 days during the summer 2011 term. Likewise, a total of 120 individuals were enrolled in the afterschool program for at least one day; of those, 89 were identified as regularly participating since they attended the program at least 30 days during the academic year. Sixty-two participants attended both a summer program and an afterschool program at one of the four program sites; of these, all 52 were identified as regular participants, since they attended at least 30 days during either the summer or academic year terms.

Daily attendance records are maintained and submitted to the 21st CCLC in the Monthly Performance Measure Report. A review of the attendance records in the after school program from August to November was conducted.

Table 3

Average Daily Attendance in After School from August 2011 to November 2011 by Site

	Proposed daily attendance	Average daily attendance Aug. to Nov.	% of Attendance
HEA	31	14	45%
HMS	37	37	100%
JMMA	50	52	104%
Seminola	12	13	108%
Total	130	116	89%

Data from daily attendance records at each site as depicted in Table 3 reveal that daily attendance rates in the after school program from August 2011 to November 2011 fluctuated between 45% at HEA with the lowest daily attendance to 108% at Seminola with the highest daily attendance. The low attendance at HEA is due to student involvement in after school sports that do not allow time for students to participate in the YLC Program. Overall, across the four program implementation sites, the daily attendance rate is 89% for the afterschool program from August 2011 to November 2011. The staff continues to promote the Program and recruit new participants.

Assessment of Program Objectives

The three major goals identified for the YLC Project are (a) improve academic performance in reading, mathematics, and science; (b) engage participants in personal enrichment activities to develop physical and social growth; and (c) support adult family member involvement in youths' education. Under each goal, objectives are outlined which specify how the goals will be met.

Goal 1: Academic Performance in Reading, Mathematics, and Science

1.1 Eighty percent of regularly participating students will show continuous improvement in reading comprehension skills as measured by FCAT scores and report card grades, as well formative measures indicted by pre/mid/post assessments used by Project staff.

Brainchild – Language Arts. This academic year again, students are using Brainchild, a software program designed to offer individualized tutorials in the

areas of literacy, mathematics, and science. Data obtained from the analysis of BrainChild scores is more comprehensive and complete as compared to the data collected at the formative evaluation point last year. The modified method for using the intervention, and hence the data results from its use, is much improved. Having students focus on specific strands under teacher direction is more effective than allowing students to choose a strand as was done last year. While students, overall, have not yet met the target of 80% showing improvement with the use of this intervention, they appear to be making steady progress as seen in Table 4.

Table 4
BrainChild Language Arts Strands for all Sites

Site	Grade	Main Idea			Strand Author's Purpose			Literary Elements		
		# of sets	# Improved	%	# of sets	# improved	%	# of sets	# improved	%
HMS	6	12	7	58%	12	8	67%	11	6	55%
	7	12	5	42%	13	5	38%	12	1	8%
	8	5	4	80%	4	3	75%	2	2	100%
JMMA	6	26	24	92%	24	19	79%	28	27	96%
	7	13	11	85%	12	7	58%	13	13	100%
	8	14	11	79%	12	10	83%	14	13	93%
Seminola	6	1	1	100%	4	4	100%	3	2	67%
	7	1	0	0%	4	3	75%	6	6	100%
	8	2	1	50%	1	1	100%	1	1	100%
HEA	Exit	23	20	87%	16	13	81%	27	22	81%
Average				77%			72%			79%
Overall Average										76%

It is important to note that at this midpoint evaluation only pre-test scores are available for some strands since the program is still in progress. At HMS, students did not acquired access to computers to work on BrainChild until late

October. For those students with complete test scores for the strands, the overwhelming majority showed gains from the pre-test to the post-test. For this first formative evaluation report data from all students using the BrainChild software were included to get a better sense of the effectiveness of this web-based individualized intervention.

School records – Language Arts. School records are not available at the time of this formative evaluation. They will be reviewed as they are made available to obtain data on participants' academic performance at school.

Objective 1.1 regarding improvement in reading based on available assessment data, steady progress has been made although the target has not been met at the time of this reporting period.

1.2 Eighty percent of regularly participating students will increase their reading fluency skills as demonstrated by such measures as pre/mid/post Oral Reading Fluency (ORF) test scores.

Reading Fluency.

Reading pre-test and midpoint scores on Oral Reading Fluency (ORF) test have been obtained for all participating students and recorded in the Project database. Data for regularly participating students (those who have attended during the academic year for at least 30 days) are displayed in Table 5.

Of the students at HEA, 67% demonstrated improvement in oral reading fluency as indicated by the ORF test scores. Of the participants at JMMA for whom both pre- and midpoint test data were available, 97% showed improvement. Participants at HMS showed a rate of improvement in ORF scores of 83%. At

Seminola, 73% of the students for whom both pre-and midpoint test oral reading fluency as indicated by the ORF test scores. Overall, 88% of the Program participants for whom pre-and midpoint test data were available showed improvement in oral reading fluency as indicated by ORF test scores, positioning the Program in a manner in which it has great potential to meet this objective at the end of the reporting year.

Table 5

Oral Reading Fluency Score Data by Site

Site	Grade	Total Number of Students	Number Sets of Scores	Number of Sets of Improved Scores	% of Sets of Improved Scores
HEA	9	3	2	0	0%
	10	8	3	3	100%
	12	7	1	1	100%
	Subtotal	18	6	4	67%
JMMA	6	33	29	29	100%
	7	15	12	11	92%
	8	19	15	15	100%
	9	4	4	3	75%
	Subtotal	71	60	58	97%
HMS	6	21	17	13	76%
	7	12	9	8	89%
	8	21	9	8	89%
	Subtotal	54	35	29	83%
Seminola	6	4	3	2	67%
	7	10	6	5	83%
	8	2	2	1	50
	Subtotal	16	11	8	73%
Total		159	112	99	88%

Objective 1.2 regarding improvement in reading fluency skills as demonstrated by such measures as pre/mid/post Oral Reading Fluency (ORF) test score has been met as of this reporting period.

1.3 Eighty percent of regularly participating students will demonstrate improvement in mathematics as indicated by report card grades, as well as formative measures indicated by pre/mid/post assessments by used by the Project staff.

BrainChild – Mathematics. This academic year students are using Brainchild, a software program designed to offer individualized tutorials in the areas of literacy, mathematics, and science. Data obtained from the analysis of BrainChild scores is more comprehensive and complete as compared to the data collected at the formative evaluation point last year. The modified method for using the intervention, and hence the data results from its use, is much improved. Having students focus on specific strands under the direction of program staff is more effective than allowing students to choose a strand, as was done last year. Furthermore not all of the strands for mathematics are covered in each grade level. While students, overall, have not yet met the target of 80% showing improvement with the use of this intervention, they appear to be making steady progress.

As is indicated in Table 6, the target was met for the Graphs and Charts and Weights and Capacity strands, and nearly met for the Central Tendency and Solving Equations strands. It is important to note that at this midpoint evaluation only pre-test scores are available for some modules since the program is still in progress.

Table 6
BrainChild Mathematics Strands for all Sites

		Strand														
		Solve Equations			Volume			Central Tendency			Graphs and Charts			Weight and Capacity		
Site	Grade	# of sets	# Improved	%	# of sets	# Improved	%	# of sets	# improved	%	# of sets	# Improved	%	# of sets	# improved	%
HMS	6	10	4	40%	9	0	0%	7	0	0%	-	-	-	-	-	-
	7	0	0	0%	1	0	0%	-	-	-	0	0	0%	-	-	-
	8	2	2	100%	-	-	-	1	1	100%	-	-	-	0	0	0%
JMMA	6	18	16	89%	17	1	6%	27	27	100%	-	-	-	-	-	-
	7	6	4	67%	5	1	20%	-	-	-	12	12	100%	-	-	-
	8	10	7	70%	-	-	-	15	13	87%	-	-	-	4	3	60%
Seminola	6	3	3	100%	3	3	100%	3	2	67%	-	-	-	-	-	-
	7	6	5	83%	6	3	50%	-	-	-	6	3	50%	-	-	-
	8	2	2	100%	-	-	-	2	0	0%	-	-	-	3	3	100%
HEA	Exit	21	14	67%	18	15	83%	25	18	72%	-	-	-	-	-	-
Average		73%			39%			76%			83%			86%		
Overall Average														71%		

For this first formative evaluation report data from all students using the BrainChild software were included to get a better sense of the effectiveness of this web-based individualized intervention.

School records – Mathematics. School records are not available at the time of this formative evaluation. They will be reviewed as they are made available to obtain data on participants' academic performance at school.

Objective 1.3 regarding improvement in mathematics cannot be determined at this point based on available assessment data although steady progress has been observed.

1.4 Eighty percent of regularly participating students will demonstrate improvement in science as indicated by school report grades, as well as formative measures indicated by pre/mid/post assessments used by the Project staff.

BrainChild – Science. This academic year students are using Brainchild, a software program designed to offer individualized tutorials in the areas of literacy, mathematics, and science. Data obtained from the analysis of BrainChild scores is more comprehensive and complete as compared to the data collected at the formative evaluation point last year. The modified method for using the intervention, and hence the data results from its use, is much improved. Having students focus on specific strands under the direction of program staff is more effective than allowing students to choose a strand, as was done last year. While students, overall, have not quite yet met the target of 80% showing improvement with the use of this intervention, they appear to be making steady progress.

Table 7
BrainChild Science Strands for all Sites

Site	Grade	Electricity			Strand Adaptations			Functions and Class		
		# of sets	# Improved	%	# of sets	# improved	%	# of sets	# Improved	%
HMS	6	5	4	80%	5	4	80%	7	5	71%
	7	1	1	100%	2	2	100%	3	3	100%
	8	0	0	0%	1	1	100%	3	1	33%
JMMA	6	24	24	100%	21	21	100%	5	5	100%
	7	12	12	100%	10	10	100%	0	0	0%
	8	15	15	100%	11	10	91%	1	1	100%
Seminola	6	4	2	50%	4	4	100%	4	3	75%
	7	7	5	71%	6	4	64%	5	2	40%
	8	2	2	100%	2	1	50%	3	2	67%
HEA	Exit	25	20	80%	26	21	81%	19	16	84%
Average				89%			89%			76%
Overall Average										85%

As is indicated in Table 7, the target was exceeded for the Electricity and Adaptations strands, and nearly met for the Functions and Class strand. This is commendable at such an early point in the of evaluation cycle. It is important to note that at this midpoint evaluation only pre-test scores are available for some modules since the program is still in progress. For this first formative evaluation report data from all students using the BrainChild software were included to get a better sense of the effectiveness of this web-based individualized intervention.

School records – Science. School records are not available at the time of this formative evaluation. They will be reviewed as they are made available to obtain data on participants’ academic performance at school.

Objective 1.4 has been met at this point based on available assessment data from BrainChild although student school records still need to be reviewed.

Goal 2: Personal Enrichment

2.1 Eighty percent of attending participants will demonstrate improvement in physical fitness as indicated by pre/mid/post assessments using PACER scores.

Physical fitness.

The physical fitness program uses the SPARK Physical Education curriculum as the foundation for the physical fitness activities. Students also participated in swimming lessons as well as lifeguard classes and water safety classes during the summer. Additionally, the students had the opportunity to participate in pom cheer during summer camp.

Lifeguarding classes were offered during summer camp. Participants had to be at least 16 years of age and pass the three swimming fitness tests: underwater swim, treading water for 2-minutes, and swimming 300 yards. Given these prerequisites, 17 students began the lifeguarding classes. Fourteen students completed training in the four areas needed for certification. These areas are First Aid and Head, Neck, and Back Injury; Recognition and Response; CPR for the Professional Rescuer; and AED for the Professional Rescuer. Of the 14 students who attempted these four areas, two did not pass the required tests in all four areas. At the end of the summer, 12 students had successfully received their lifeguard certification.

Pretest and midpoint scores on the Progressive Aerobic Cardiovascular Endurance Run (PACER) test were collected and entered into the Project data collection database for the students. For students who were regularly attending during the academic year and had both pre-test and mid-point test scores, PACER scores were compared. The data were aggregated for each site and then for the entire program. The results (see Table 8) indicate that, overall, when analyzing two sets of PACER data from assessments administered across sites, 89.8% of the participants' scores show improvement from one test to the next in the physical fitness performance.

Table 8

Comparison of Pre- and Midpoint PACER Changes in Scores by Site

Change in Score	Site				
	HEA (N = 12)	JMMA (N = 60)	HMS (N = 34)	Seminola (N = 12)	Aggregate (N = 118)
Decrease	0	3	5	2	10
Same	0	0	2	0	2
	12	57	27	10	106
Increase	(100%)	(95%)	(79.4%)	(83.3%)	(89.8%)

Objective 2.1 regarding improvement in physical fitness based on PACER scores has been met at this point in the program.

2.2 Eighty percent of attending participants will score satisfactorily or higher on a nutrition and safe cooking assessment and report satisfaction with the experience as demonstrated by a project survey.

Nutrition.

The seven-week Spoons Across America Dinner Party Project took place during summer 2011. All students participated in this experience. Pre and post

tests on nutrition knowledge were administered. Thirty-six (36) complete data sets were available for analysis. Twenty-six (26) students had improved on nutritional knowledge and ten (10) had maintained the same score. Of the ten who had maintained the same score, five (5) had earned an A on the pre-test and an A on the post-test. Therefore, the data indicate that 86% of the students scored satisfactorily or higher on the nutrition assessment.

Additionally, students were asked to rate the nutrition component, the instructor, and the materials and skills learned in the classes. Of the 34 students who rate the nutrition component, 88% gave it an excellent rating. Ninety-one percent (91%) of the students rated the instructor as excellent. Furthermore, 82% of the students rated the materials and skills learned, as excellent. Table 9 presents the results of students' satisfaction with regards to the nutrition classes.

Table 9
Students' Rating of Nutrition Classes (N=34)

Item	Poor	Satisfactory	Excellent
Rating of overall classes	.03	.09	.88
Rating of instructor	.03	.06	.91
Rating of materials and skills learned	.06	.18	.82

The culminating experience was a Family Night during which the students prepared a full course dinner for their families. Students also shared the work they had completed on nutrition and healthy life choices through displays that evidenced the knowledge and skills gained by participating in the Project. Attendance at this event was over 100 including students and their parents.

Furthermore, during the academic year 2011-2012 the students received a daily snack to promote healthy eating habits.

Objective 2.2 regarding nutrition and safe cooking knowledge and satisfaction regarding participation in the nutrition and cooking program has been met for this reporting period.

2.3 Eighty percent of attending participants will work collaboratively with other students and community members on a service learning project as demonstrated by student participation and collaborative work.

Service learning.

During summer 2011 participants did not engage in service learning projects. However once the after school program began in August 2011, each of the four implementation sites identified a service learning project to work on. At HEA participants continued work collaboratively on the service learning project to raise funds for the Ronald McDonald House (RMH) Miami that focuses on creating, finding and supporting programs that directly improve the health and well being of children in South Florida. Students collected pop tabs that are sold for scrap metal. The money generated from the sale of the scrap metal is used to offset RMH expenses. Students are learning about the medical conditions and treatment/therapy of the children as well as the services provided by RMH and sharing what they are learning with their peers and community members.

At JMMA, students are working with the Blue Foundation to promote “going green” at their school. They are working at the school garden as well as creating recycling bins to be place throughout the school.

Students at HMS are helping military troops by sending cards to wounded soldiers. They plan to work with their parents during Family Fun Nights to encourage their parents to participate in their service learning project.

At Seminola, students are focusing on nutrition. They are growing herbs at their site that they will donate to soup kitchens as well as creating a cookbook to share with the family and friends.

A review of service learning records indicates that students at all sites are consistently working with peers and community members on their service learning projects.

Objective 2.3 regarding working collaboratively with others and with community members on a service learning project has been met for this reporting period.

2.4 Eighty percent of regularly attending participants will improve or maintain acceptable levels (an average of C or higher) of student behavior as demonstrated by such measures as quarterly school conduct grades and program disciplinary reports.

Behavioral referrals.

A review of program disciplinary reports revealed that 29 students at all four sites received program disciplinary reports during both summer and afterschool. None of the infractions were serious. All of the situations were addressed by the staff without requiring further action.

At HEA, six students received program disciplinary reports. One student received three reports whereas the other five had one report each. At JMMA, seven

students received program disciplinary reports. Here one student received two reports and the other six had one report each. Ten students at HEA received program disciplinary reports. One student had five reports, another had four reports, a third student had three reports, and a fourth student had two reports. The remaining six had one report each. At Seminola, six students had program disciplinary reports. Here one student had four reports, two students had two reports each and three students had one report each. Overall, students behave well while in the program.

School records were not accessible at this time, therefore student conduct grades were not reviewed.

Objective 2.4 regarding student behavior could not be assessed at this time although program disciplinary records indicate that participants have demonstrated acceptable behavior.

Furthermore, participants engaged in additional enrichment activities during the summer that included two-week photography classes. These classes supported the development of literacy, mathematics, and science knowledge and skills. In the Photography Level 1 classes, students examine how photography can be used to view the world and interpret events, people, and places as well as how to capture images and understand basic camera operations and mechanics. Photography Level 2 classes build and expand on knowledge and skills from the previous classes. Level 2 classes incorporate mathematics, science, and technology to compose images to certain specifications and expose and process images.

During summer 2011, 19 students started the Photography Level 1 classes. Of these students, 11 completed the classes and showed improvement as evidenced from the pre-/ post-tests. Seven students started the Photography Level 2 and five successfully completed the classes and showed improvement as evidenced from the pre- /post-tests.

Goal 3: Adult/Family Involvement

3.1 Eighty percent of attending adult family members participating at Family Fun Nights will report an increase in family involvement as indicated by results of parent surveys.

At the end of summer 2011, families and students participated in the 2nd Annual Summer Tasting Event with Chef Ray. During this event, the students prepared a meal under the supervision of Chef Ray. Additionally, Chef Ray spoke about fighting obesity and the families engaged in mini-games to encourage family dinners and learn about MyPlate used by the USDA to teach about healthy eating.

Summer Showcase Event was held on the last day of the Summer Camp, August 19th. Family members, students, and staff enjoyed individual and group performances by students participating in enrichment activities in pom cheer, guitar, and dance. The event was well attended.

Through November 2011, families and students from YLC have participated in two Family Fun Nights. Flyers for each event were posted and distributed to encourage participation. These events focused on enhancing academic and social skills for decision-making and problem solving at home through real life

applications. The events were well attended by student participants and their families and much appreciated by family members. Table 10 presents a summary of the dates, topics, and attendance.

Table 10
2011-2012 Family Fun Nights

Date	Topic	Number of adult attendees			
		HEA	JMMA	HMS	Sem
October 20, 2011	Character Counts Week – Hero Event (Literacy)	8	7	19	9
November 8, 2011	Coupon Crazy (Math)	6	15	16	9

The next Family Fun Night activity was scheduled for December 9th, on Holiday Heritage Night. The purpose was for families to study their family history and create their family tree using an online website to learn about their genealogy. Families were also encouraged to donate a toy for the Toys for Tots drive held by the City of Hialeah in November and December.

Objective 3.1 regarding increased family involvement indicated by participation in Family Fun Nights was met for this reporting period.

3.2 Eighty percent of attending adult family members who participate in Parent Enrichment activities such as ESL and Parent Academy from Miami-Dade County Public Schools will demonstrate improvement in knowledge/skills by formative assessments and/or pre/post assessments created by the Project staff. The YLC staff is working on providing parent enrichment activities to promote more involvement their child's education. Parents were surveyed to gather information on their interests in activities that could be address by the Program. The areas

included health and wellness; helping their child learn; parenting skills; and personal growth. The staff is currently working with the M-DCPS Parent Academy to arrange presentations on these topics. ESL classes will begin in March and the staff will follow up with nine parents who indicated their interest in taking classes.

Objective 3.2 regarding improvement in Parent Enrichment activities could not be assessed at this time since several of the activities are still being planned.

Progress Towards Sustainability

The YLC staff has been working in collaboration with numerous partners to establish strong collaborations that will enhance the quality of services and ensure the sustainability of the Project. The commitment of the City of Hialeah is evident by the contributions of the different city departments. The contributions of the City of Hialeah departments are estimated to total over \$44,000. These contributions include resources to recruit and retain participants as well as to provide quality services.

The Hialeah Housing Authority provided facilities and equipment for the Seminola site with an estimated value of over \$5,000. This calculation was based on the cost of renting space and the computers and other equipment made available to participants. This contribution was critical to the site functioning.

An integral component of the Project is the collaborative partnership with the Miami-Dade County Public Schools at JMMA and HMS well as the HEA. Use of the space included the cost of electricity, water and sewer consumption as well as computers and library resources.

The partnership with the departments of the City of Hialeah and M-DPCS will continue for the coming years. YLC will explore additional venues for these partners to extend their contributions of goods and services.

During the 2011 summer program the Village Youth provided nutritional snacks and lunch for participants. Snacks for the afterschool program are purchased from the MDCPS Snack and Nutrition program. The YLC director then works with the Department of Health to get reimbursed.

Partnerships were established with subcontractors to provide personal enrichment activities including chess, pom cheer, guitar, jewelry, and photography. These activities take place throughout the academic year and summer program. YLC provides in-house staff training on Character Counts! for character education and SPARK for physical fitness development as needed for new staff members. Staff training in these areas is essential to ensure quality offerings in these areas.

The YLC will continue to seek partnerships with new community-based organizations and additional providers, as well as other funding sources.

Preliminary Findings and Recommendations

During this first formative reporting period for 2011-2012, the YLC Project staff has worked diligently to implement the program. Every effort was made to meet all of the project goals although some objectives were more challenging than others.

Enrollment and Attendance

The recruitment target has been met; however the retention objective has not yet been met. The biggest challenge this year is the HEA site. It has been

particularly difficult since many of the students at HEA are involved in school sports. Administrators and staff are focusing on retention efforts, finding ways to engage students and work more closely with parents to implement effective retention strategies.

Goal 1: Academic Performance: Goal 1 addresses assessing students' academic performance in the areas of reading, mathematics, and science through the use of multiple measures. While scores on the ORF indicate an increase in overall reading fluency for the participants, any results derived from other data sources at this early point in the Project year would be premature. In the areas of mathematics and science, insufficient data were available to assess student progress at this point in the Project year. Overall, data from BrainChild do indicate successful progress in science and steady progress in the areas of literacy and mathematics. To ensure that data collected at the Project sites will be available, information obtained from Brainchild should be carefully monitored to ensure that students are taking the assessments included in the program so the number of matched sets is maximized and the scores are available to the administrators.

Additional assessment data will be obtained from school records for the summative evaluation.

Goal 2: Personal Enrichment. Personal enrichment activities were the focus of Goal 2. To date midpoint data indicate that the physical fitness objective was met as assessed by the PACER. Preliminary results of the feedback on the nutrition and safe cooking activities in the summer 2011 indicate satisfaction with the program

offering. Suggestions for next summer are to improve the survey by including items related to knowledge and skills on nutrition and safe cooking.

All of the students participated in the service learning project identified under Goal 2 that focused on increasing participants' social awareness. To date the program disciplinary reports indicate that overall most students are behaving appropriately during program hours. At this time school records were not accessible for review.

Goal 3: Adult/Family Involvement. The purpose of Goal 3 was to support adult family member involvement in the youths' education. To date two Family Fun Nights have been held and others are planned for the coming months. Informal feedback from parents suggests great satisfaction with the events and the opportunity to gain new knowledge and skills along side their children. The staff should continue to offer these family involvement activities focusing on areas of interest for all of the family members.

Overall, the YLC continues to implement an afterschool and summer program that holds promise to positively impact the youth of the community in Hialeah. To facilitate the accountability and evaluation process, a review of the data sources and collection procedures should be conducted. Consistency in collecting and recording data will streamline reporting procedures for all staff members. It is recommended that additional funding sources be explored to ensure sustainability of the program and expand program offerings.

Conclusion

In conclusion, the third year of the Project is well underway to meeting and in some cases surpassing target goals. Based on the previous year's successes and the preliminary data currently available, the Project will continue to offer high quality afterschool and summer experiences to middle and high school students living in the City of Hialeah.